

# Equality Policy

**TUDOR PRIMARY SCHOOL**

Summer 2022

Review: Summer 2026

Authored by

Katie Reading (INCo)

## Background

There are nine areas of possible discrimination:

- Disability
- Ethnicity and Race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, Maternity and Breastfeeding
- Religion and Belief
- Sexual Orientation
- Age
- Marriage and Civil Partnership

## The Equality Act 2010

The Equality Act 2010 was introduced to simplify strengthen and harmonise previous acts in order to help tackle discrimination and provide a legislative framework to protect the rights of individuals and advance equality of opportunity for all. It tackles discrimination and disadvantage.

The Act introduced a single Public Sector Equality Duty (PSED) which came into force in April 2011. It is sometimes referred to as the 'General Duty.' It is unlawful for a school to discriminate against staff, a pupil or prospective pupil and in some limited circumstances, former pupils by treating them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

## The General Duty

Schools have a general duty to promote equality and certain specific duties. The equality duty consists of a general equality duty with three main aims those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- a) **Eliminate discrimination, harassment, victimisation** and any other conduct that is prohibited by or under this Act.
- b) **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The three key terms in the public sector duty – “discrimination”, “equality of opportunity” and “good relations.”

The underlying principle is that treating people equally does not necessarily involve treating them the same. The legislation requires that account should be taken of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. It involves having due regard, in particular, to the need to:

- remove or minimize disadvantages suffered by persons who share a relevant protected characteristic.
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The Act also explains that “having due regard to the need to foster good relations” involves, in particular, bearing in mind “the need to tackle prejudice and promote

understanding". This clearly has implications for the curriculum and organisation of schools, and for the duty of schools to promote community cohesion.

### **Purpose of this policy.**

The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance> along with outlining the schools approach to inclusion.

### **Tudor Primary School**

Tudor Primary School is a two form entry primary school, providing education for children from the age of three to eleven years old. The percentage of pupils with a special educational need and/or disability and pupils who speak English as an additional language is higher than the national average. Additional information regarding the characteristics of the school community is available from the school on request. The school is situated close to the town centre, is set across three buildings with large grounds.

### **Our vision:**

**Enabling Dreams, Inspiring Minds, Building Futures**

### **Our mission statement:**

***'Together we create a happy and caring community where all our children love to learn and want to achieve'.***

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. We support young people to become happy, independent, resilient, reflective, kind, responsible and, respectful individuals. We celebrate diversity and believe that each person is important and should be valued, and that our community should be inclusive and welcoming. We recognise personal strengths and qualities and these are nurtured and celebrated. We believe that the school should work in close partnership with parents and carers to ensure the best possible start at school and the strength of this relationship plays a large part in making our school a success.

### **Our Principles**

Our equality plan is based on the following principles:

#### **1. We see all pupils, potential pupils, their families and our staff as of equal value:**

- whether or not they are disabled
- whatever their ethnicity, culture or national origin or national status
- whatever their gender or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their marital status
- whether they are pregnant or have recently given birth
- whatever their age
- whatever their language

#### **2. We recognise and respect difference.**

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and practice must not discriminate but must take account of differences of life-experience, outlook and background, and of the kinds of barriers and disadvantages which people may face in relation to their protected characteristics:

- disability so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experience of prejudice are recognised
- gender, so that the different needs and experiences of boys and girls, and women and men are recognised
- religion, belief or faith background, so that reasonable requests in relation to religious observance and practice can be complied with
- sexual identity
- marital status, so that personal choice is respected
- pregnancy and maternity, so that experience does not result in any disadvantage

### **3. We promote positive attitudes and relationships.**

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interactions between groups and communities different from each other
- Respect and tolerance for individuals and groups irrespective of their protected characteristics
- An absence from harassment, victimisation and discrimination in relation to any protected characteristics.

### **4. We observe good equalities practice in employment policies and procedures.**

We ensure that all employees and potential employees are treated fairly and consistently in relation to recruitment, retention and development, with full respect for legal rights and the needs and adjustments for different protected characteristics.

### **5. We aim to reduce and remove inequalities and barriers.**

We aim to avoid or minimise possible negative impacts of our policies, procedures and activities, we take opportunities to reduce inequalities that may exist between groups and communities different from each other.

### **6. We seek the views of others to ensure views are heard.**

We engage in consultation with groups and individuals when reviewing or implementing changes to policy or proposing action, including:

- pupils, through pupil voice, questionnaires, Tudor Owl's.
- parents, through Parents' evenings, parent Governors, and questionnaires.
- staff, through direct consultation in meetings, staff Governors, questionnaires and an 'open door policy' with members of the senior leadership team.
- community, through visits to local organisations and local people on the Governing Board.

### **7. We aim to foster community cohesion.**

We intend that school policies and activities benefit society as a whole, both locally and nationally, by fostering social cohesion and participation in line with British Values.

### **8. We base our practice on evidence.**

We gather and publish information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. We rigorously assess the progress of our pupils by ethnicity, language, gender and disability and adapt provision to ensure that any gaps in progress are addressed.

## **9. We set ourselves specific equality objectives.**

We develop and publish equality objectives every year based on evidence we gather from our school community. (See Equality Scheme). These objectives take into account national, county and school level priorities.

### **Roles and Responsibilities**

#### **Governors will:**

- ensure that the school complies with the relevant equality legislation, although a named governor will support the school with monitoring progress towards equality objectives, and reporting this annually.

#### **The Head teacher/Senior Leadership Team will:**

- implement the school's stated equality objectives
- ensure that these objectives are up to date and available to pupils, parents/carers, staff and governors
- ensure staff are aware of their responsibilities and receive training and support as appropriate
- take appropriate action in cases of harassment and discrimination
- enable reasonable adjustments to be made in relation to disability in regard to pupils, parents/carers, staff and governors.

#### **Staff will:**

- promote and advance equality in their work
- foster good relations between groups and deal with prejudice-related incidents
- be able to recognise and challenge bias and stereotyping
- take up training and learning opportunities

### **Admissions**

Admissions to school are managed by Hertfordshire County Council and information about this is available on our website. Admissions criteria are equally open to all pupils based on the principles defined above. Nursery Admissions are administered by school but use the same criteria.

### **Curriculum**

All of our pupils have access to a broad and balanced curriculum. We promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. The British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are interwoven throughout our curriculum and embedded in our ethos.

### **Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to our staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensuring wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer Duties**

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, gender, race, disability, sexual orientation,

gender identity, marriage, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process.
- Senior Leadership Team support to ensure equality of opportunity for all.

### **Reporting of incidents**

At Tudor Primary School we have a resolute approach in promoting inclusivity and acting swiftly to eradicate any negative or bullying behaviour against any of the characteristics defined. We aim to ensure that consequences are administered fairly and that groups of pupils are not inadvertently discriminated against. Records of behaviours are kept and patterns and trends analysed to ensure against this. Exclusions are minimal but are also carefully monitored to establish any patterns and trends. All instances of bullying, suspected bullying, homophobic and racist incidents are reported to the Head teacher. These are then investigated and appropriate actions taken in line with our Behaviour Policy. Incidents are recorded, using CPOMs so that they can be referred to as appropriate.

June 22